DOCUMENT RESUME

ED 321 560 FL 018 680

AUTHOR Zarcone-Alessandrino, Lisa
TITLE Reading and the ESL Student: Alternative Materials Used To Enhance a Phonetic Approach to Reading.
PUB DATE 27 Mar 90
NOTE 84p.; M.Sc. Thesis, New York Institute of Technology.
PUB TYPE Dissertations/Theses - Master Theses (042) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Audiovisual Aids; *English (Second Language); Formative Evaluation; Instructional Effectiveness; Instructional Materials; *Limited English Speaking; *Phonetics; Primary Education; *Reading Instruction; Reading Skills; Summative Evaluation; *Supplementary Reading Materials; *Task Analysis; Teaching Methods
IDENTIFIERS Durrell Analysis of Reading Difficulty

ABSTRACT

The design and testing of an approach to reading instruction are described. The design system consists of five stages: analysis, design, development, implementation, and evaluation. A needs analysis indicated the necessity to improve the reading skills of limited-English-proficient students. A group of 6- to 8-year-old students were identified for pilot testing of the approach. Five tasks in the development of reading proficiency were identified and linked to specific subskills. Supplementary audio-visual materials found to be highly motivating were used to reinforce and strengthen psychomotor skills, intellectual skills, and verbal information. Instruction was designed to enhance nine internal processes occurring during learning, including: reception, expectancy, retrieval, selective perception, semantic encoding, responding, reinforcement, retrieval and reinforcement, and retrieval and generalization. Formative evaluation was used during the instructional period, with adjustments made in instruction, and summative evaluation was used at the end of instruction. Results showed the use of supplementary materials with dictation to be effective in raising both the reading level and the confidence level of subjects. Appended materials include a weekly and monthly planner for the reading and ESL student development plan, a task analysis, a list of instructional objectives, a sample questionnaire, a performance checklist, the Durrell Analysis of Reading Difficulty Phonetic Inventory, and a scope and sequence storybook list. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED321560

THE SCHOOL OF MEDIA AND ARTS

of

NEW YORK INSTITUTE OF TECHNOLOGY

announces the

Final Examination

of

Lisa Zarcone-Alessandrino

for the degree of

MASTER OF SCIENCE

in

TRAINING AND LEARNING TECHNOLOGY

Reading and the ESL Student: Alternative Materials Used to Enhance a Phonetic Approach to Reading

Abstract

This is a report and examination of the analysis, design, development, implementation and evaluation of addressing and meeting the needs of students who have difficulty reading the English text. The designer used a systematic approach in selecting the steps each child must master in order to meet with success. Formative and summative evaluation techniques were used throughout the project to ensure the best possible outcome.

Tuesday, March 27, 1990 at 4:00 p.m.

in

Conference Room, French Chateau
Old Westbury Campus
Old Westbury, NY

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. Zarcone-Alessandrino

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FL018680

BEST COPY AVAILABLE

READING AND THE ESL STUDENT; ALTERNATIVE MATERIALS USED TO ENHANCE A PHONETIC APPROACH TO READING

a

THESIS/PROJECT

by

LISA ZARCONE-ALESSANDRINO

submitted to the faculty of the
School of Media and Arts

of

NEW YORK INSTITUTE OF TECHNOLOGY

in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

in

TRAINING AND LEARNING TECHNOLOGY

MARCH 27, 1990

Approved _____
Harry Burggraf, Ed.D. - Examiner

Approved _____
Jean Johenning, Ph.D. - Examiner

Approved _____
James J. Gentilcore, Ph.D. - Examiner

Approved _____
Jerome P. Oberman, Ph.D. - Examiner

Approved _____
Angus Reynolds, Ed.D. - Associate Dean
Graduate Programs in Training and
Learning Technology

Approved _____
Adrienne O'Brien, Ph.D. - Dean
School of Media and Arts

READING AND THE ESL STUDENT;
Alternative materials used to enhance a phonetic approach to reading

a
project
by

Lisa Zarcone-Alessandrino

B.S. 1987, C.W. Post College

submitted to The Faculty of the

School of Media and Arts

of

New York Institute of Technology

In partial satisfaction of the requirements for the degree of

Master of Science

in

Training and Learning Technology

January 31, 1990

© Copyright by Lisa Zarcone-Alessandrino 1989
All rights reserved

ACKNOWLEDGEMENTS

Words cannot express my gratitude for my wonderful supportive family. Their endless patience, support and understanding was most needed and encouraging. I am grateful and very fortunate for all of them.

In addition to my supportive group, I must especially thank my husband of six months. Without his unconditional love, friendship, understanding and constant encouragement, reaching my goal would have been very difficult.

My sincere appreciation goes to my advisor, Dr. Harry Burgraf. He always managed to make himself available, while answering a multitude of questions.

I am grateful to have had the opportunity to research and develop my topic. For this I give a special thank you to my L.E.P students. Their hard work and cooperation helped to make this project a success.

TABLE OF CONTENTS

LIST OF TABLES.....v

Chapter

1. INTRODUCTION.....1

Overview.....1
Background.....2
Statement of the Problem.....2
Purpose of the Project.....3
Definition of Terms.....4
Assumptions.....4
Limitations.....5
Method and Procedures.....5
Summary.....8

2. ANALYSIS.....9

Introduction.....9
Needs Analysis.....9
Organizational Constraints.....10
Instructional Goal.....11
Analysis Goal.....11
Literature,Existing Course and Materials.....12
Plan for Review Project.....14
Summary.....15

3. DESIGN 18

Introduction.....18
Instructional Task.....18
Instructional Objective.....18
Required Entry Behaviors.....19
Group and Sequence Objectives.....19
Learning Activity Specification.....19
Assessment System Specification.....20
Evaluation System Specification.....21
Review and Selection of Existing Materials.....21
Summary.....22

4. Development.....23

Introduction.....23
Learning Activity Development Scheme.....23
Learning Activity Development/Review.....24
Materials for Formative Evaluation Produced.....25
Summary.....25

5. IMPLEMENTATION.....27

Introduction.....27
Materials for Implementation Reproduced.....27
Instructional Delivery.....28
Data Collection.....29
Summary.....29

6. EVALUATION.....30

Introduction.....30
Formative.....30
Summative.....39
Summary.....43

7. SUMMARY AND RECOMMENDATIONS.....44

Introduction.....44
Methods and Procedures Used.....44
Conclusions.....48
Recommendations.....49
Concluding Statements.....49

APPENDIX A Weekly Planner 53
APPENDIX B Monthly Planner.....54
APPENDIX C Task Analysis.....55
APPENDIX D Instructional Objectives.....56
Reaction Questionnaire.....57
Results.....58
Performance Checklist.....59
Durrell Phonetic Inventory.....60
Alphabet Recognition.....61
Scope and Sequence.....62
Bibliography.....63

LIST OF TABLES

Table

1. Budget.....16

2. Relationship of Method and Media to Internal Process.....20

Chapter 1

INTRODUCTION

Overview

We are living in a nation "at-risk." Children of minority families are amongst the many who are facing this problem. The limited English proficiency (LEP) students who speak Spanish and French have become disillusioned with the English language. As a result they are losing the desire to learn. Many walk away feeling frustrated and useless. Children who cannot read or write cannot communicate effectively with people around them. Children with learning disabilities must learn to communicate in a different way since they have certain limitations. The LEP students must also be taught in a different way.

Schools need to modify the curriculum given to the LEP student. Teachers can use different forms of media to motivate their students. The difficult task is choosing a method with a certain type of media that is conducive to the learning process of each child. Once you have this beginning, the learning process will be enhanced.

In addition to the use of a method and a media the instructor will use oral praise throughout each stage of instruction. This will encourage the child to read daily. The children will also "feel intelligent" and confident enough to express themselves as important people with important things to say.

The author has been an instructor of ESL (English as a Second Language) children for two and a half years. The reading ability of these children has been shown to be limited. Out of twenty-two children, at least ten have been frustrated on a pre primer. The instructor has noticed that when supplementary materials are used with constant repetition, children learn and retain more. Use of modalities such as auditory, tactile, visual and kinisthetic will enhance the learning process. Spanish and Haitian children will be the target population for instruction. The author uses the Open Court Reading Series, which is mandated by Westbury Public Schools. Open Court teaches the children to read phonetically. She has found that this approach alone is not enough. Supplementary materials are needed on a daily basis.

Since this is a highly phonetic approach, many of the ESL children have trouble sounding-out certain letters because of their dialect. This is where the needed supplementary materials come in. Two diagnostic pre-tests are given to each student. The first is an Alphabet Recognition Test and the second is the Durell Phonetic Inventory. Each student is tested on the letters of the alphabet their sounds and two and three letter blends. The instructor grouped and individualized the students by the sounds not known.

Instruction progressesed as each child mastered certain skills. The student is engaged in hands-on activties that reinforces the learning process.

Statement of the Problem

Students whose native language is not English often have difficulty when reading in English. Sutton (1989) has stated in her article that this is no surprise; yet the response to these reading difficulties frequently is to overlook the obvious and to place the students in remediation classes designed for native English speakers, whose reading problems have different causes. It may take as long as five to seven years for the limited English speaking students to work successfully in academic areas.

In this project, blending the sounds together is used to teach reading by a phonetic approach. This can be very successful for some, but not all. The problem with using only this method is that English is not a phonetically consistent language particularly with respect to vowels. In the words "women" and "fish" for example, the sounds represented by the first vowel of each sound alike. This easily confuses and frustrates the student. It is also sometimes difficult for LEP students to differentiate the different sounds and letters.

Since blending alone, is not teaching the LEP to read. The use of this project will help the LEP students become fluent readers of the English language.

Purpose of the Project

The LEP child has a need to read in the English language. This project is designed to fulfil that need, with the use of blending

techniques and supplementary materials. The instructor can help these children see the joy of reading. The project will also give helpful hints to many teachers who are faced with similar problems

As a result of learning how to read the children will feel confident and proud that they know how to communicate in not just one language, but TWO!

Definition of Terms

The terms below are shown to express specific meaning in this thesis.

1. E.S.L - English as a second language.
2. L.E.P - Limited English proficiency.
3. Materials - Supplementary materials used with dictation such as: video, tapes, books, games, worksheets and charts.
4. Dictation - A phonetic approach to spelling.
5. Open Court Reading Series - The reading series used to teach the ESL children in the authors class, which is a highly phonetic approach.
6. blends - two letters sounded together to make a sound. example: s + t = st
7. sound/symbol - When shown a letter the child will sound it out.
8. Alphabet Recognition Test - Tests the child's knowledge of the alphabet in capital and lower case letters.
9. Durell Phonetic Inventory - This test's the childs knowledge of sounds in isolation and blends.

10. blending- is the ability for a child to blend the sounds of letters to make a word.
11. Wall sound cheer- In Open Court Reading Series each letter is connected to a specific sound and title. A cheerleader type song is taught to help the children memorize each sound.

Assumptions

1. That all the children used in this project are LEP students.
2. That the students involved in the project have not seen or used the materials prior to instruction.

Limitations

1. This type of instruction may not be suitable for use in other types of organizations without appropriate modifications.

Method and Procedures

The Interservice Model for Instructional Systems Design is used as an outline for creating five stages that will guide the student towards the instructional goal. These five stages are: Analysis, Design, Development, Implementation and Evaluation. Many procedures are developed from these stages, which will reinforce what is taught. The instructor will document results of each method and procedure to assess the progress of each child.

Once the instructor gathers the materials she will begin instruction with a one-on-one, a small group and implementation.

Analysis

The analysis step is the first part in designing instruction. If reading is taught by blending alone, the LEP student is not getting enough input to read successfully. This population needs the combination of using language arts and blending techniques. Many of these children need to be shown a way of using previous knowledge effectively and realizing reading is a fun and necessary part of life. LEP students find failure and discouragement when asked to read aloud in class, because when they begin to speak either they make up a word or nothing comes out.

It is imperative that the instructor considers the characteristics of the target population for whom instruction is being planned (Dick and Carey,1985). This is something that cannot be tested, but only inferred. Once this is known, the instructor establishes the skills needed to read. The skills are arranged in a hierarchy, which begins with entry level skills on the bottom and works upward toward five major tasks. While these skills are in the process of being mastered, the instructor will be giving encouragement and praise. This will help to raise self esteem.

Design

After the analysis was completed, the design stage is next. Mager,(1962) shows a definite need for writing clear, precise objectives when establishing a goal. An objective should show what a student is expected to do once instruction has ended. The use of an objective allows the instructor to perform the following tasks: (1) specify the behaviors they will teach; (2) determine the

strategy for instruction; and (3) establish criteria for evaluating student performance when instruction ends (Dick & Carey 1985). Objectives are made for each skill identified in the analysis stage. Once the instructor gathers data on each child and/or group she will revise instruction accordingly.

Development

The next part of instruction is the development of a strategy that will show the order in which the materials will be presented. Three components have been stated by Dick and Carey, (1985) that will almost always facilitate the learning process. These three components are dealing with motivation, prerequisite and subordinate skills, and practice and feedback. All of these components are incorporated in the stages of design, implementation and evaluation.

The strategy that has been developed incorporates a set of instructional materials and the procedures used to elicit particular learning outcomes from students (Dick & Carey, 1985). There are five major components to an instructional strategy that are incorporated throughout the project, which are (1) preinstructional activities; (2) information presentation; (3) student participation; (4) testing; (5) follow through. With each one of these components the instructor has developed an approach which is stated in following chapters.

Implementation

Once the instructor developed an instructional strategy it was ready to be implemented. The instructor gives the two pretests to each student in the target population. Then student(s) will be

working with recognizing the sounds missed on the Durell. As each material is used, a great deal of practice and feedback is given to the child as well as the instructor. The participation of the student(s) is encouraged and noted. Since student participation is vital to achieve success, the instructor must observe and assess students actions and reactions.

Evaluation

At this stage the instructor is able to evaluate the results of instruction for the one-on-one, small group and implementation. The instructor can evaluate the materials effectiveness on each group and compare by two ways. One is the formative evaluation which can be used to improve the effectiveness of the instruction. Changes are made here in reference to materials used. The second evaluation is the long term effect the instruction had on the student. Records are kept here as well as observations documented.

Summary

If the author had the ability to change one thing about the world, it would be that the LEP student would be seen in a new light. Many teachers let these children go by, because they don't know how to handle their problems. It is frustrating for an LEP student to read or write English if no support is given. At the same time it is also frustrating to the instructor because the children are convinced they can't do it. Teachers have a tendency to teach them the same way as a native English speaking child. They can't, because their experience, education and culture is different

(Sutton 1989).

Instruction is developed through the process of five stages. These five stages are: Analysis, Design, Development, Implementation and Evaluation. They are all part of the ISD model.

ANALYSIS

Introduction

In the Instructional Systems Design model the first part of the analysis stage is needs analysis. The needs analysis consists of three parts: the first,is job task analysis; second, is the target population analysis; and third, organizational constraints. In the needs analysis stage the author explains the problems LEP students have in reading. Many of these students are frustrated reading on a pre-primer basal reader. Once the instructor has defined a need for instruction, she can conduct a task analysis which lists the skills needed to attain the desired performance. The target population analysis describes the group of students for which the instruction is intended. Lastly, the organizational constraints consider the availability of materials, as well as their effectiveness for instruction.

Needs Analysis

The ESL child usually comes into America with a mother or father who does not speak English and has a low economic status. They work day and night, which frequently leaves the child home with a brother, sister, or some other relative who is also limited in English. There is no one to help a young child read, since those available do not know how to read themselves. The school system uses a highly phonetic approach, which tends to frustrate the LEP student. Many of the sounds taught in the English language differ

greatly from Spanish and Haitian. A letter such as j is sounded much like an h. Blends are even more difficult than single letters such as: ch, th, tr, br. The vocabulary of the ESL child is limited as well, since they are not familiar with our culture. Many of these second grade children are frustrated on pre-primers, which places them about two years behind grade level. At the end of instruction they should be on or about second grade reading level. Once the child sees the connection between sounds and letters in many different ways, rapid growth can occur.

Job Task Analysis

The job task analysis made by the instructor gives the skills needed to perform each task. The instruction involves five main tasks with six skills needed to be mastered for each task. The skills are arranged by level of difficulty. The basic skills start at the bottom of the task list and they progress as they go up.

Target Population Analysis

When instruction was designed, it was made for 10 students in a ESL class. Their native language is not English, it is Spanish and Creole (a form of French). The students came from El Salvador and Haiti 2 months to 3 years ago. All of their parents have very little knowledge of the English language. The students reading ability range from a pre-primer to first grade. A major characteristic of these children is that their attention span is very short for these children. They tend to be very active during work time, and have difficulty sitting still. The group is made up of seven boys and three girls.

Organizational Constraints

While instruction is implemented, the instructor finds she has limited time to devote to the students. The instructor's school district, which is Park Avenue School in Westbury, Long Island has a room filled with Audio Visual equipment available. The instructor had no problem using equipment.

Instructional Goal

The problem that existed in the author's second grade class was that LEP students had a great deal of difficulty reading. The goal of learning to read by blending techniques and the use of supplementary materials.

Analysis of an Instructional Goal

A need was identified from pretests and observations, which enabled the instructor to gather materials needed to design instruction. Since the instructor had a class of her own, it was relativly simple to obtain students, but the time devoted to instruction was limited. An instructional analysis was used with to the goal to identify relevant skills the student needed. Before the skills were identified, the instructor had to identify the learning domains that would show through instruction. The child will use psychomoter skills, intellectual skills, and verbal information. An attitudinal goal was also set for the learner. It was to develop a positive self image through reading.

Information processing analysis of the instructional goal is

the list of specific steps the learner will achieve when working towards the instructional goal. This can be seen as a flowchart with the main steps on the top row with subskills connecting downward. Since the goal incorporates the use of three learning domains, the instructor had to chose materials that would enhance them. Audio-visuals, such as cassettes and books was a great way to introduce a sound.

Literature, Existing Courses and Materials

In the design of this project, literature was researched and documented as a foundation to the credibility of instruction. The publications were taken from the ERIC database system at the NYIT library. Journals, textbooks and magazines were also used to provide the necessary information.

Literature Review

Many of the publications found by ERIC were not appropriate to the instructor's specific target population. Some of the terms used in ERIC were ESL, reading, spelling, dictation, phonics. One article chosen from ERIC included a comprehensive six-year longitudinal study of the development of reading skills during the primary grades for a large sample of bilingual children. As for the other articles cited, they were not applicable to the instructional need. A short summary of the article is below:

1. In the article, A Longitudinal Look at Classroom Instruction and Reading Aquisition by Spanish-English Bilingual Students by Hoover, Wesley A. and Others 200 teachers have

participated in this study called SEDL. The study consisted of using different approaches to teach ESL children reading (a range from phonics-oriented to meaning based). Pre-tests were given as well as observations made and documented.

2. English Step by Step with pictures (Boggs & Dixon 1980).

This book presents lessons in simple graded steps designed to give students a maximum sense of accomplishment. Illustrations are used to reinforce words and sentences. They also provide an effective way to simplify explanations and facilitate the students' understanding and retention of the material.

3. The Semantic Organizer Approach to Writing and Reading Instruction (Pehrsson & Robinson, 1985).

The focus of this book is to help the LEP student learn how to read the same way a native English speaker is taught. The book discusses a very unique approach. A semantic approach is show throughout many reading and writing techniques. The semantic organizer approach has a basic assumption that most children need instruction in organizing ideas as a base for reading and writing. The book does not provide a program or method, but shows how the semantic approach can be used as an integrated tool.

4. Bilingual Education: A Sourcebook (Goodman, 1976 p.129).

In this sourcebook Goodman applies a psycholinguistic theory to the reading process. Reading is seen as a visual language with a system of symbols that relates sounds to meanings. Goodman considers that the reader simultaneously uses three interdependent cue systems in determining meaning: 1. graphic 2. syntactic

3. semantic.

5. News Letter released by NCTE (National Council of Teachers of English); September 1987.

This newsletter calls for changes in teaching ESL students. When teaching reading to an ESL student, the teacher should incorporate reading materials that rejoice the students cultural heritage. By doing this, it will encourage the student to discuss the cultural dimensions of the written text. The NCTE also suggests replacing isolated series of discrete skill exercises and drills with actual reading by providing frequent opportunities for silent reading. When students read aloud, it allows them to become familiar and enjoy the sounds and structures of written language. Classroom writing can also be used as valid reading material.

6. A Draft Regents Policy Paper and Proposed Action For Bilingual Education (Prepared by the Division of Bilingual Education, December 1988).

In this paper bilingual education programs have been formed to help students acquire English proficiency while learning the subject areas appropriate to their age and grade level. There are several categories of bilingual education programs. These differ in the degree of emphasis placed on linguistic and cultural development. In transitional programs, fluency and literacy in both languages are not equally emphasized and the main objective is for the student to gain proficiency in the second language; and, in Full Bilingual programs, as in the Two-Way Bilingual Education Program, equal development of competencies in speaking, reading, and writing both

languages and an understanding of both cultures are the ultimate learning objectives through the use of both languages in all areas except language instruction.

Estimated Student Effort Project Plan

The estimated student effort was estimated at 10 hours.

Plan for Design and Development Effort

At the beginning stages of instruction, a major events list is devised as well as a time line. The need for instruction was developed in January 1988. The project then continued through June 1989 and onto Sept. 1989, which produced the stage of Evaluations. A PERT (Program Evaluation and Review Technique) chart was used to organize and plan the time needed to achieve the major events in a sequential order of the implementation stage. The estimated time seemed to vary slightly as each step was completed. A Gantt chart was used as well, which generalized the time needed throughout a six-month time period. Both charts can be found in Appendix A.

Budget

During the course of instruction time is something that was used the most. The instructor
used an estimated amount of sixty hours throughout instruction. During this time instruction was given, materials implemented, and tests were checked. The average time spent each day would be two hours throughout the course of a one month period. The instructor devised a budget for the total cost of instruction from her services to the xerox copier in the school office. The rates given for labor

were $700.00 per week or $30.00 per hour. The budget is in Table 1.

Summary

The need for the LEP child to read is shown through their existing ability, which is very limited. The ability to read will enable these children to participate effectively in their new surroundings. It will give them a proud feeling of accomplishment that will spill over onto other academics. Materials chosen for an LEP student stimulates all modalities including audio, visual, tactile and kinesthetic. Once instruction is implemented the goal of learning to read by learning the relationship between sounds and letters. The learning domains consist of phsychomoter skills, intellectual skills and verbal information; all are a part of the instruction. Throughout the planning process literature was gathered, which showed the need to change and add to existing curriculum. Instruction has been carefully planned and organized through a PERT chart and a Gantt chart. In addition to organizing time the instructor also devised a budget, which shows the resources needed to complete project.

Table 1 Budget for Instructional Program

	Unit Cost	Sub-total	Total
1. LABOR			
a. Analysis	$2,800.00		
b. Design	$2,800.00		
c. Development	$2,800.00		
d. Implementation	$1,800.00		
e. Evaluation			
Formative	$700.00		
Summative	$700.00		
TOTAL LABOR		$11,600	
MATERIALS			
a. alphabet snake puzzle	$5.50		
b. sand tray	0		
c. egg carton game	$1.50		
d. worksheets	$6.00		
e. viewlex	$59.95		
f. picture cards	$5.00		
g. dictation paper	0		
TOTAL MATERIALS		$77.95	
GRAND TOTAL			$11,677.95

CHAPTER 3

DESIGN

Introduction

The design stage helps to develop the skills needed to achieve the five main tasks, which will reinforce blending skills. Instructional objectives are set for the LEP student according to each skill. The stage also explains the setting, defines entry level behaviors, and chooses the pre and post tests. The objectives include a measurable performance, condition and criteria.

Instructional Task Analysis

In the instructional task analysis stage the instructor had worked with The Open Court Reading Series for two years. She also consulted a reading teacher at Park Avenue School about the skills that need to be mastered in the reading process. Once the instructor reviewed the data collected from her two sources, she decided upon five tasks that were specifically geared towards the instructional goal. Once the main tasks were established, subordinate skills were then identified. The five tasks and subordinate skills are noted in Appendix B

Instructional Objectives

When the instructor identified the instructional tasks and subskills her objectives needed to be defined. She labeled them performance objectives, which is a detailed description of what students will be able to do when they complete a unit of instruction (Dick & Carey, 1985). When the objectives were defined, they had to

include a performance, a condition, and a criteria. Mager's model for an objective is a statement that includes the three above. The performance objectives are stated in Appendix C.

Entry Behaviors Defined

The instructor identified three entry level skills that must be mastered by the student before beginning to recieve instruction.

1. Orally recite the alphabet.
2. Have use of legible fine motor skills.
3. Demonstrated the ability to write the letters of alphabet.

Group and Sequence Objectives

Here, the instructor organized her tasks, sub-skills and objective. Each task is a goal that requires the student to master a sub-skill. In order to have a measurable task, a performance objective needs to be identified for each. The objectives are designed to measure a skill that has been mastered, before attempting another task. The objectives were originally produced in an order suitable for instruction. They were not further grouped or sequenced.

Learning Activities Specifications

The following nine internal processes were established by Gagne (1985): 1. Reception 2. Expectancy 3. Retrieval to working memory 4. Selective perception 5. Semantic encoding 6. Responding 7. Reinforcement 8. Retrieval and Reinforcement 9. Retrieval and Generalization. All are used with a method and media to enhance the learning process. This can be seen in Table 2.

The media chosen for instruction varied from the use of a

blackboard to a tape recorder. The instructor specifically chose different forms of media to motivate students.

Table 2

Relationship of Method and Media to Internal Process

Internal Process	Method	Media
1. Reception	Brainstorming	Blackboard
2. Expectancy	Lecture	Chart paper
3. Retrieval to working memory	Open court cheer	Wall sound cards
4. Selective perception	Lecture Question and Answer	Viewlex (audio/ visual)
5. Semantic encoding	Conference	Hands on activity
6. Responding	Question/Answer	Cassette player (record)
7. Reinforcement	Conference	Worksheet/playback of tape
8. Retrieval and Reinforcement	Self-check	Games
9. Retrieval and Generalization	Blending	Book

Assessment System Specification

Media also used for instruction consisted of a pretest, performance checklist, folders, and post test.

Pretest

A diagnostic pretest was administered to determine a need for instruction. Two tests are used, the Durrell Phonetic Inventory and Alphabet Recognition. The Durell assesses the students knowledge of isolated sounds and blends. The Alphabet Recognition assesses the students recognition of capital and lower case letters. Both evaluate existing knowledge of the learner. This provides a starting point for instructon.

Performance Checklist

A checklist with the performance objectives of the main tasks and subskills were organized and attached to a folder that was given to each child. Once a task and sub-skill have been mastered, it is documented on each student's folder.

Folders

A folder was given to each student involved in instruction. Daily reports were documented, as well as attitudes, actions and overall progress of each student and group. Once an instructional material is used, a formative evaluation is conducted. This allowed the instructor to revise instruction.

Post Test

Once instruction had ended a post test was given. The Durrell Phonetic Inventory and Alphabet Recognition were used again. This showed the students progress after instruction had been given.

Evaluation System Specification

The formative evaluation and summative are two methods used to evaluate instruction and materials.

Formative Evaluation

This type of evaluation is an ongoing process. Each time instruction is given the instructor needs to evaluate results. Questions need to be asked such as, "How can I use the media available in a more effective way?" or "Where can I find materials that are more challenging?" Revising takes place wherever the instructor feels an improvement can be made.

Summative Evaluation

The instructor uses this type of evaluation once instruction has ended. Long term effects are evaluated and monitored by assigning students a series of basal readers. The books read will be checked off on a scope and sequence chart. The books range from a pre-primer to second grade reading level. Kirkpatrick's (1987) four steps also helped to evaluate long term results. The four steps are learning, reaction, behavior, and results. The materials used to evaluate each step are a questionnaire, an observation, pretest, post test and a performance checklist. All can be seen in Appendix D.

Review and Selection of Existing Materials

Open Court Reading Series was used in this project.

Summary

The design stage is where objectives are identified for each task and sub-skill. Entry level skills are those skills that need to be mastered before instruction begins. Gagne's internal processes are pertinent to the learning process. A method and

media is designed and chosen to reinforce the internal processes. Included in the instructional media is a pretest, performance checklist, folders, post test and a scope and sequence chart. Once instruction began the instructor needed to evaluate each material used. Formative evaluation is used to assess and revise, while summative is used to evaluate progress after instruction has ended. By using Kirkpatrick's four stages evaluation can be precise and effective.

CHAPTER 4

DEVELOPMENT

Introduction

In the development stage the instructor designed and organized the learning activities. Ineffective materials used are evaluated and replaced with other instructional materials. The instructor states that additional supplementary materials were used to reinforce the blending technique. The instructor has chosen materials that will be motivating for the LEP student.

Learning Activity Development Scheme

Once the materials were selected, groups were created arbitrarily. The instructor chose students who were proficient in English and mixed them with students known to be LEP. The groups were labeled one-on-one, which included one child; a small group, which consisted of five students with mixed abilities; and the last group was called the implementation with eight students. The instructor saw a need for the limited English proficiency child to work with students who had reading ability. Children also need to associate with each other in order to communicate effectivley.

Learning Activity Development

As instruction began, the instructor started to assess the materials used with all of the learners. Below is a list of materials before any changes were made.

1. Alphabet snake puzzle
2. Sand tray

3. Egg carton
4. Worksheets
5. Viewlex
6. Tape recorder
7. Casette/book
8. Writing
9. Basal readers

Several of the materials selected worked well, except for the egg carton, sand tray and one of the worksheets. The egg carton was too easy and the letters that were made in the sand tray were illegible. The worksheet had pictures that could not be recognized by the student. Adjustments were made that would motivate the children, not frustrate them. A tape recorder was chosen by the instructor to supply immediate feedback to the children and to have them listen to their mistakes. Objects were also brought in that begin with each letter the instructor chose to work with (g,j,y,q,short i,e). Once the names of the objects were discussed, the students were asked to write the name of the object on paper. The instructor then takes the lesson one step further and had the child pick an object and write a sentence about it. An activity such as holding a concrete object seemed to stimulate the thinking process. Pictures of the objects are also drawn by the students, labeled and read. This made the students internalize the letter and its sound from their modalities.

Pretest and Post Test

The learning activities also included the pre/post tests. The

pretest was the students first contact with the instruction. The tests were given on a one-on-one basis with the children. The Alphabet Recognition was relatively easy for every one, which instantly raised their self-esteem. The Durrell was given next. Incorrect responses were circled and the correct answers were given a check.

A post test was given at the end of instruction, which was the Durell Phonetic Inventory. It assessed the progress made throughout instruction.

Questionnaire

A questionnaire was used to assess the students reaction after instruction. The format had seven questions that required responses of yes, no, or sometimes. The students had difficulty reading the questionnaire and understanding it. A different form of media had to be used instead. The instructor read the questions aloud to each of the students who had difficulty. This seemed less threatening to the child and they were able to show and tell their feelings toward instruction. This was done by observing facial expressions. The hand written questionnaire was very ineffective for the target population. Therefore this material was omitted.

Learning Activity Review

The reading teacher at Park Avenue School reviewed and edited instructional materials.

Materials for Evaluation Produced

The materials that were used for evaluation were the completed

3. semantic.

5. News Letter released by NCTE (National Council of Teachers of English); September 1987.

This newsletter calls for changes in teaching ESL students. When teaching reading to an ESL student, the teacher should incorporate reading materials that rejoice the students cultural heritage. By doing this, it will encourage the student to discuss the cultural dimensions of the written text. The NCTE also suggests replacing isolated series of discrete skill exercises and drills with actual reading by providing frequent opportunities for silent reading. When students read aloud, it allows them to become familiar and enjoy the sounds and structures of written language. Classroom writing can also be used as valid reading material.

6. A Draft Regents Policy Paper and Proposed Action For Bilingual Education (Prepared by the Division of Bilingual Education, December 1988).

In this paper bilingual education programs have been formed to help students acquire English proficiency while learning the subject areas appropriate to their age and grade level. There are several categories of bilingual education programs. These differ in the degree of emphasis placed on linguistic and cultural development. In transitional programs, fluency and literacy in both languages are not equally emphasized and the main objective is for the student to gain proficiency in the second language; and, in Full Bilingual programs, as in the Two-Way Bilingual Education Program, equal development of competencies in speaking, reading, and writing both

worksheets, pre/post tests, tapes that recorded each child reading and the scope and sequence chart. All items selected for evaluation were used with every child. The materials can be reviewed in Appendix D.

Summary

The development process evaluated and selected the best materials for instruction. Revisions were made once materials were used. The materials which showed to be ineffective to the child's learning process were replaced with activities that motivated and stimulated the children. In addition to the instructional materials that were, used two pretests, a post test and a questionnaire were also given.

CHAPTER 5

IMPLEMENTATION

Introduction

Implementation is the stage where the instructional program is actually given by the instructor and used with the LEP students. Each lesson is noted and evaluated for each student. This is where the instructor discovers the effectiveness of her instruction and materials chosen. The LEP student and instructor are actively involved in a process trying to achieve a goal and its objectives. If the goal is not met, revisions are made.

Materials for Implementation Reproduced

As a result of the formative evaluation the instructor realized changes needed to be made. The students vocalized their feelings of not recognizing certain pictures on a worksheet. They also demonstrated a disinterest in materials that were either boring and easy or too difficult to work with. Revisions were made and the new materials proved to be successful. All materials were re-used by each group, except for the worksheets.

Instructional Delivery

Prior to initiating the instruction, the instructor tested the students knowledge of the alphabet using the Alphabet Recognition Test. The instructor used the results as a starting point for the instructional materials. The instructor began with the individualized training. She worked one-on-one with each of the ten children. They were asked to meet with the instructor at a round

table in back of the classroom during silent reading time (the room was quiet). Some of the children did not master all the letters of the alphabet. The instructor then began to introduce letters not recognized using the wall sound cheer. During this time she also implemented materials such as the egg carton and brought in objects beginning with certain letters to reinforce the sounds of letters. The instructor also had the student puts a snake puzzle together without any teacher assistance. This reinforced students knowledge of the alphabet. Phonics were then emphasized since all letters were identified. The children were given the Durrell Phonetic Inventory test to assess sounds not yet mastered. After the test results were seen, the instructor used the letters that were sounded incorrectly for instruction. These were the letters/sounds used throughout instruction with one-on-one, group, and implementation. The instructional materials chosen were used with each group according to ability. Once the children seemed to have mastered all the sounds, they were given the Durrell test again. Those children who did not master the letters within a two-week time period were given more instructional time as well as more hands on materials. The instructor then taped the child reading to see if they had any speech problems or learning disabilities.

Instruction then continued to repeat and reinforce sounds and blends with the different groups. She used the blackboard at this point to show how words can be blended together with a swooping hand motion from the left to right, which allows the child to visualize the formation of words not just a bunch of letters that are placed

next to each other.

This process was called "blending"; the instructor wrote an isolated sound on the blackboard and asked the children to sound it out loud. Then instructor added another letter to the previous one. She had the students sound out each letter and blend the following letters together with the left to right hand motion, which helped the student read the word. This process was reinforced by using different words that begin with certain letters. The same technique was used with a one-on-one, group trial and implementation.

Implementation Group

In this last group for instruction, the instructor started out with six students, but only four remained because two students got 100% on the Alphabet Recognition and The Durell Phonetic Inventory. These children also read a book on a second grade reading levels with a few errors. Therefore, they were eliminated after assessing their ability.

After they were given the Alphabet Recognition individually, the students worked together on the floor and put the snake puzzle together. Students 5, and 10 wanted to complete the puzzle themselves. An argument developed and then 5 sat back and did not contribute. Perhaps this is a game that should be played with no more than three students. It tends to become crowded and participation is limited. Student 5 contributed after a conference with the instructor.

The sand tray was not used with the implementation because

the children named letters of the alphabet correctly and it would become unmanageable. Therefore, the instructor went on to give the Durell Phonetic Inventory Test. This was given individually. It was after giving this test that two students were eliminated. As for the other students, they got two to three blends wrong, and one to three sounds wrong.

Now that the instructor was left with four students for the field trial she presented the rest of instruction the same way as the group trial except for using different letters with the Viewlex. They too loved to look at the Viewlex and talked about the different stories after it was watched. Each day we reviewed the sounds as a group. Then the four students played the egg carton game. Chips and stickers were used as rewards.

Worksheets were also given to the children to work on together. Since there was an even amount of students the instructor encouraged cooperative learning. Two students had to be separated since they were copying from each other. The next step was to reinforce the blending technique, which was done with the whole group. This instruction was presented the exact same way as the group trial except different letters were used. The students also picked up the left to right hand motion instantly. The Alphabet Recognition Test and the Durell test were given as a post test and all got 100% on the Alphabet Recognition and the Durell as well.

In summarizing the implementation the instructor had to eliminate two students after getting 100% on the Durell Phonetic Inventory and the Alphabet Recognition. The snake puzzle was found

to require a limited number of participants after an argument developed over whose turn it was. The sand tray wasn't used with this group as everyone knew the letters on the Alphabet Recognition. Since this group was small the same techniques were used as the small group, but different letters were reinforced on the viewlex. Two students had difficulty reading the worksheets so the better readers helped the others. This worked out nicely since everyone knew what the pictures were.

Data Collection

A summative evaluation was collected while each student completed a basal reader. A scope and sequence chart was kept with the child's name on one side and the books mastered on the other. The instructor spoke with the students third grade teachers about their progress. The instructor was very pleased with their progress.

1. Some of the children are reading on a 2.1 reading level.
2. The students want to read out loud to the class.
3. Their self esteem has risen tremendously.

Summary

Materials were implemented here and some were revised. Testing began to assess present knowledge and to eliminate any student that may not need the instruction. The materials were presented to each group. If a skill was not mastered with the use

of certain materials, further diagnostics were taken. Summative evaluation is generally recorded after instruction is given to see long range results. This was conducted through a follow-up and a scope and sequence chart which kept track of books read.

CHAPTER 6

EVALUATION

Introduction

Evaluation is where results are established and conclusions are made. "Was it?" or "Was it not successful?" are questions that are answered at this point. The answers that are found here will tell the instructor what must be done to attain the most effective form of instruction for this particular goal. Formative evaluations were conducted throughout the entire development process. It is crucial to have this type of evaluation when developing an instructional model. If it is not done, research can be seen as worthless and highly ineffective. A summative evaluation is important to establish long range results. Once instruction is over, its effects should become a part of the learner's academic abilities.

In the instructional delivery the instructor stated and documented the day by day implementation and revision of materials. The one-on-one trials included only one child. Group trials involved three children of different academic ability. There were slight revisions throughout the instruction. Some materials were omitted, some were added. The instructor found she had to individualize more than planned on the original project. Throughout instruction the students were motivated and eager to learn.

Formative Evaluation

Formative evaluation is the collection of data and information during the development of instruction which can be used to improve the effectiveness of instruction (Dick & Carey, 1985). As a result of a formative evaluation, the instructor was able to obtain and

create materials that were highly effective in presenting,teaching, reinforcing and subsequently evaluating instruction. This type of evaluation was applied to two different groups that were involved in instruction; one-on-one, and small group.

One-on-One Evaluation

The student that was used for one-on-one was a new child. He was unfamiliar with some sounds in isolation and blends. The instructor gave him an alphabet recognition test, in which he got all correct except for a reversal made with the letter "q." He thought it was a "p." When he got to the letter "p," he was asked what the "q" was and he gave the correct answer.

The instructor wanted to be sure the student could put the letters in alphabetical order. He was given a snake puzzle that was broken up into pieces. He had to select the correct letter in order to complete the puzzle. The student selected the correct sequence of letters. He became very excited to see the puzzle form into a snake. He wanted to do it over again.

In addition, to identifying letters in alphabetical order, the instructor wanted he student to "write" a few letters in a sand tray. Since the student had shown reversals, the objective was to utilize the visual, auditory, kinisthetic and tactile modalities to reinforce the correct formation of letters q-p. The instructor stated the letter to be written and the child "wrote" the correct letter in the sand. He wasn't fond of this exercise as he didn't like the feeling of sand.

Next, the instructor wanted to start instruction on phonics and

dictation. For diagnostic purposes she administered the Durell Phonetic Inventory Test. He knew the names of all the letters, but missed sounds g,j,y,q,short i,short e and blends sh,ch,th. The instructor got hold of a filmstrip and cassette for each sound missed. He enjoyed listening to the tapes and rehearsed the sounds with the tape. This reinforced the letter-sound association. There was always a pleasant story to go with the letter-sound association. The titles were very appealing as well. As an example, "Georgie the Joker" spoke in rhyme using the "g" sound and "j." This type of media was stimulating to the child as well as an excellent way to reinforce sounds. The students attention was focused on the Viewlex screen and he was listening attentively to the phonetic rhyming stories.

After listening and viewing the filmstrip, he was given the instructor-made egg carton game, which included the letter-sounds and blends on the Durell. He had to shake the closed egg carton with a penny inside. Wherever the penny landed, the student had to state the letter name and sound and give a word with the beginning sound and blend. He knew the sounds and blends and gave the appropriate word. An appropriate worksheet was then given to him to reinforce the needed phonics. It had pictures. The child had to write the correct beginning sounds and blends. By identifying the picture and writing the letter, the sounds would become reinforced. The only problem that arose on these worksheets was that the child could not identify many of these pictures. On this worksheet he had to write the beginning sound of each picture. He got the sound of y

and q incorrect. The instructor then brought in objects that began with those letters missed such as a yo-yo, a piece of yarn, and acted out a boy yelling. He was then able to sound out the beginning sound of each picture correctly. The letter q was also reinforced the same way (a quarter, quilt and a queen). He was rewarded with a sticker for the correct answers on all sounds.

On the next session he worked on the game Letter-Picture Solitaire. He found this difficult and frustrating. There were so many pictures to go through and he could not recognize many of them. By the time he got to the blends, he flicked the pictures over with his index finger and thumb. At this point it was obvious that he wanted to stop and we did. He then worked on two worksheets with the instructor. On the first one, he had to circle the correct blend for each sentence. There were seven sentences and he never asked for assistance. He got two wrong. When the instructor asked him to read the sentences he wasn't able to. It was assumed he had guessed on all of them. In the future, the instructor will complete the worksheet with the student or choose a worksheet not so difficult.

On the second worksheet he had to circle the word for each picture. He did this worksheet although he did not know some of the pictures. This could be attributed to limited experience and the difference in cultures. He marked one word incorrect on this sheet, but it could be because the sheet wasn't clear and the words were very similar. Instead of block, he circled the word black.

As previously stated, The Open Court basal reading program is

used in this school. The previous supplementary materials were used to enhance the students learning of sounds. The next step for instruction included blending. This again involves the auditory, visual, kinistetic modalities. This part was very crucial to see if instruction was successful. The blackboard was used to demonstrate blending while the student was sitting in front of the instructor. The lesson started by writing a few letters, and then having the student sound them out loud. Then a blend was written and had the student sound it aloud. As he sounded the blend, the instructor used the left to right hand motion. Then another letter was added and he was asked to sound and blend (This was the terminology used). The first three tries were sounded incorrectly, but on the fourth he started to get the idea of blending the sounds together to make a word. The hand motion helped the child blend the letters into words. The instructor used this same procedure eight times using the words: me, she, jump, chip, yo-yo, bat, queen and snake. The student had the most difficulty with the word chip, because of the short i sound. As the student blended the word, he then had to write the word into a sentence. This was read repeatedly.

Now the children were asked to write the words on paper. Once paper is handed out, the instructor says a word and the child writes the beginning sound. Five sounds were written and correct. On the next line he was given five words: be, three, yarn, egg, and it. The instructor dictated the words slowly, and the child wrote it by sounding it out. He sounded each word out loud, and wrote the corresponding sounds. The teacher then wrote the same

words on the board and used the blending motion. The child proofread his work while the teacher had him circle the errors.

Although there were no formal tests in blending, daily practice showed progress. After two weeks of blending sounds and blends, the child had all sounds in isolation correct and four out of five words read were correct. This completed the one-on-one instruction. The letters and sounds were being practiced continuously.

In summary, the one-on one evaluation resulted in using all materials planned. The materials that needed to be modified were the worksheets and sand tray. Once blending techniques had "clicked" with the students, progress was rapid. The child is beginning to read words and entire sentences, which shows the goal was being achieved.

Small Group Evaluations

For the group trial three students were used. Two had shown low academic abilities and the other student was known to be average. Each child was individually given the Alphabet Recognition test, because this type of test can only be given on a one-to one basis. All three made the reversal of "q" to "p". After the Alphabet Recognition the three sat together at a table and were given the pieces to the snake puzzle. They worked together and put the puzzle together successfully. They enjoyed forming the snake. Student 2 wanted to do it over again.

The sand tray was taken out, each child took a turn in writing a letter in the sand. The letters written by the children

were illegible. Student 2 and 3 wanted to play with the sand and had trouble sitting still. They had been given the letters b-d, p-q, because these are the most frequent reversal errors. This activity proved to be highly ineffective with this group because the students had poor fine motor skills and were unable to read the letters written.

The Durell Phonetic Inventory was also given individually to all three. Each student had sounds and blends that were incorrect. Sounds were the focus for instruction. The viewlex was used with a filmstrip and cassette that teaches the letter and sound each child had missed. The students watched a cassette and filmstrip on the letters g, q, c, d, and u. One tape was shown each day. The students were always excited when it was time to see the tapes. They even referred to it as,"going to the movies" and jokingly asked for popcorn!

The instructor decided to try the egg carton game here because it had been altered for this group to produce more of a challenging and fun game. Each child had a chance to sound out the letter the penny landed on. If the children got the correct letter, they were given a poker chip. If they got four chips, a sticker would be the reward. Student 4 said it was hard, even though she got four chips. The other two students also got four chips each.

The next step was to review and reinforce blends. The instructor gave two worksheets with appropriate sounds. The instructor worked with each child individually here, because they were unable to read it. This was a problem, the instructor would

have to chose easier materials for each student. The students needed the instructor to go through each sentence with them since they had to circle the correct blend for each sentence. Student 3 had difficulty blending the word snake. She new the sounds in isolation, but jumbled the sounds once she saw them together. On the second blends worksheet she did well and so did everyone else. However, they did have to ask the instructor to name some pictures. The instructor brought in objects of the pictures which helped them remember the sounds. At this point they had to circle the word for each picture. All of the words started with blends.

Next, the instructor felt they could go onto blending whole words. She had them sit together, as she wrote the first word on the board. She used the left to right hand motion to show that you blend the sounds together to form a word. She then asked the students to write the word "blow" in a sentence. All three wrote a sentence for the word and read it correctly. The instructor wrote five other words in the same manner. At the end of instruction the instructor made a game out of erasing the words from the board. They were highly motivated to do this. The instructor called out a word that was on the board and a student came up and erased it. All three erased the correct words.

In summarizing the small group evaluation, the sand tray had to be omitted with the small group due to poor fine motor skills. The letters written in the sand were illegible and the children wanted to play with the sand. Perhaps they should use crayons or a pencil to write setters on a piece of paper. The egg carton game was

implemented here because it was revised by the instructor and proved successful. The instructor found a problem with the worksheets, because the students were unable to read them. The instructor had to either omit the worksheets or choose easier materials. Ideas were added as the instructor involved students and sentences were asked to be written and read that included the word being taught. A game was also created that required the students to erase the teachers chosen word from the blackboard during a lesson on blending.

Summative Evaluation

A summative evaluation is necessary to obtain the data that shows the amount of knowledge retained and utilized after instruction has ended. Kirkpatrick (1987) describes four logical steps to evaluation. They are reaction, learning, behavior and results.

Reaction

The reaction of the students was assessed through a questionnaire. The questionnaire was given as an interview individually. Perhaps next time it should require smiley faces or some kind of number system. It was a good feeling to get such positive feedback. The instructor wanted to make learning fun in this project and by their responses she succeeded. Many of the students either said yes or sometimes to questions such as: Did you enjoy using certain games? Do you feel you are a better reader? Did you understand directions? Would you like to continue instruction? The students wanted to continue working with the instructor and

offered to work during their free time. The results of the questionnaire is in Appendix D.

Learning

Here, the instructor needed to find out what the children actually learned. A post test was given to the students individually. All were involved in the implementationl except two, who were eliminated in the beginning.

Only the Durell was administered as a post test as all were correct on the pretest Alphabet Recognition. The results on the Durell Phonetic Inventory were outstanding. The group knew all letter sounds and blends. The sounds missed on the Durell was the start for instruction. The missed letters were used to fit the childs' needs and other sounds were reviewed and reinforced when blending sounds into words. The instructor had to individualize for all groups one point or another. This gave the children support and a feeling of importance.

Behavior

The student's behavior was important to assess, because it was necessary to find out what effects the instruction had on the students. The instructor observed all behavior and saw students beginning to use the blending hand motion when reading a word. Three to four children had to be reminded to use the blending hand motion when they came to a difficult word. Once they did this, they were able to sound it out correctly for the most part. This blending technique helped many children sound out letters. They felt confident to help each other, which was one of the affective goals.

The students also frequently ask the instructor to use the Viewlex and to work with her during workshop and free time (recess, and during a special).

Since instruction, a drastic change in all the students behavior can be seen. They are reading and their self-concept has improved. This has inspired the children to learn and succeed. They feel really good about themselves.

Results

After instruction and the term ending, the instructor assessed the overall change in the students ability to read. After instruction in phonics and blending sounds into words, the children were put into the 1.1 reader of Open Court Reading Program that is used in the school. As the skills of the basal were introduced and mastered, they were checked on the scope and sequence skills chart for each student. All the students progressed at their own pace while in second grade and by the end of June 1989 they had all completed the 1.2 book of Open Court. As they started third grade in Sept. 1989, they began the 2.1 reader of Open Court. While they are still a year behind, and not on grade level, they are progressing rapidly, completing a year of reading in half a year's time, January to June, when this started. We must not forget all the students were non-readers and in an ESL class at that time. The instructor feels that because they now have mastered their sounds and blending techniques, they will progress more rapidly in third grade.

It has also been noted that some children are helping others

who are having difficulty with spelling or reading. Parents have also made it known that their child loves to read and seems a lot more motivated to complete work. All of this indicates the results of instruction have been favorable.

Summary

The instructor conducted a formative evaluation at each level of instruction and documented the results of the instructional delivery. Changes were made and noted for each group. The summative evaluation was based on Kirkpatrick's four steps; Reaction, Learning, Behavior and Results. Observations, questionnaires and checklists were used to gather information. The evaluation stage is a comprehensive process, which can provide invaluable information as to the validity of instruction.

CHAPTER 7

SUMMARY AND RECOMMENDATIONS

Introduction

This last chapter will include a summary of the instructional goal created by the instructor. The knowledge that is gained throughout this project will supply readers with activities that can be used with all types of children in any type of setting. New materials are also coming out all the time, which are geared toward LEP students. This type of instructional design can be applied to any academic skill, since reading is involved in all areas. The students must be given the chance to use all modalities to internalize information. The students must also receive an endless amount of patience, understanding and the utmost confidence in order to feel they have the ability to achieve.

Methods and Procedures Used

The instructor uses a systematic design for instruction, which is based on The Joint Service Model. This model uses five stages, which are analysis, design, development, implementation and evaluation to develop instruction.

Analysis

The instructor begans the analysis stage by conducting a needs analysis, which resulted in establishing a definite need to improve the reading skills of LEP students. These children were found to be reading on a pre-primer level, which causes frustration and a disinterest in school. Her next step was to determine the task of becoming proficient readers. She did this by establishing five major tasks. These tasks need to be mastered before being able to

read by the blending technique. As the third and final part of the analysis stage, a target population analysis was made. A group of children labeled ESL were chosen for instruction. Most of these children were also labeled LEP's (Limited English Proficiency), who have difficulty in reading. These children range from the ages of six to eight.

Various effective materials were chosen to present instruction. However, the audio-visual materials proved to be the most effective. The students were highly motivated to learn through this type of medium. The audio-visual materials consisted of a tape recorder, viewlex, and cassette with a corresponding book.

All of the materials were used to reinforce and strengthen psychomotor skills, intellectual skills, and verbal information. All three are used throughout instruction.

In order for the instructor to establish an outline for instruction, she organized her time. She did this by using a Gantt and a PERT chart, which mapped out the time frame needed to complete fifteen steps. These steps ranged from the production of instructional materials to the final report.

Once the instructor had established the time period in which certain steps had to take place, she figured out a budget. This budget would include the cost of time, materials and evaluation.

Design

In the design stage, five main tasks were identified for the learner. The tasks were connected to the sub-skills, which were also identified for the learner. The learner must master each 48

skill successfully. Once the five tasks were mastered the instructional goal should be achieved.

Dick & Carey(1985) state that every skill being taught must have a performance objective stated with it. This type of objective gives a detailed description of what students would be able to do once instruction has ended.

In addition to the skills established by the instructor, there were also skills called entry behaviors. These skills define what the learner needed to have mastered before instruction began. These skills were defined in Chapter Three, which is the design stage.

Once learning had begun, Gagne (1985) stated nine internal processes that take place during the learning process. The nine were: 1. Reception; 2. Expectancy; 3. Retrieval; 4. Selective Perception; 5. Semantic Encoding; 6. Responding; 7. Reinforcement; 8. Retrieval and Reinforcement; and 9. Retrieval and Generalization. The instructor uses a method and a form of media to enhance the nine internal processes above.

Other forms of media were also used to assess the learner during the learning process. Such forms are: The Alphabet Recognition Test, Durell Phonetic Inventory, performance checklists, and documented observations. All are described in Chapter Three.

During the learning process a formative evaluation was done after every material was used, and when each skill was mastered. Revisions were made to create an instruction that was highly effective. Once instruction goes through the formative evaluation, a summative evaluation is conducted after instruction has ended.

The instructor uses Kirkpatrick's (1987) four steps that helps to assess long term results. In addition to the four steps the instructor had the children reading books on a 1.2 reading level by the end of the school year. A follow-up was then made by the instructor. She discovered the children reading on a 2.1 reading level in September of the following year.

Development

In the development stage materials were chosen and evaluated. The materials used were an alphabet snake puzzle, a sand tray, egg carton, worksheets, a viewlex, tape recorder, cassette/book and various objects beginning with specified sounds.

These materials were used with one child (one-on-one), three children (small group), and six children (field trial). As instruction began, materials were either omitted or revised to meet the needs of each student, and each group.

Once the materials were implemented, they needed to be evaluated. This was done by using two pretests, a post test and a questionnaire.

Implementation

In the implementation stage instruction was given and materials were used by the students. All of the materials were reused by the students except for the worksheets. Revisions were made for each group, which enhanced the learning process. Skills were reinforced throughout instruction by using materials that required the use of all modalities. Diagnostic tests were given to assess present knowledge of content being covered. Data was then collected from

the formative and summative evaluations.

Evaluation

Evaluation was conducted in two ways, formitive and summative. Both are used to assess and reassess instruction and materials used with instruction.

The formative evaluation was done throughout instruction to revise any part that was ineffective. The instructor gathered this data from each session in which she met with a student or group. Once a material was deemed to have lost its effectiveness, it was either revised or replaced.

The summative evaluation started once instruction ended to validate its credibility. The students were given a post test and a questionnaire to collect data. The instructor used Kirkpatrick's (1985) four stages of evaluation and conducted her own method of following the students progress once instruction ended.

Once both forms of evaluation were conducted and collected, the results were very promising the students ended the year on a 1.2 reading level, which showed considerable progress.

Conclusions

The results of evaluation showed that by using supplementary materials with dictation, a LEP child is able to read fluently. Some of the students are now reading on 2.1 reading level, which has raised their self concept tremendously. The students had always looked forward to working with the instructor. They are always made to feel someone cared and had an endless amount of patience. The

instructor has come to learn a great deal about her students. They all have the potential to excel, but they just don't have anyone to sit with them and show them how. The instructor tried to do this as much as she could. Re-evaluating was something that was constantly done throughout instruction. Since these children needed highly motivating materials, hands-on activities were always used. They want to be involved in anything that required reading.

Recommendations

1. When dealing with an ESL child, the room should be labeled with words. This enhances reading skills and vocabulary skills.

2. Provide ample time with each child and/or group when using materials.

3. Get parents involved with the student's learning. Let them know their progress weekly.

4. Fill the room with exciting and up-to-date reading materials.

5. Create a comfortable reading corner.

6. Allow a period of time each day for silent reading.

7. Set up conferences with each child to discuss the latest books read.

8. Help the children set small goals(ex: Johnny will read two pages for homework).

Concluding Statement

When the instructor chose the instructional goal, she was

highly motivated and excited to begin. This held true throughout the entire project. The only regret was that she wished she could spend more time with each student. She had to teach fifteen other students all day long. These children had a great need to learn to read and had been made to feel like failures in the past. Once they felt they could read one word, a spark started that lead them to read two and three words. Finally, they successfully read an entire book, which raised their self-esteem considerably. The knowledge learned from this instruction is invaluable. Hopefully, it will lead the instructor to other forms of instruction that will meet other needs of the ESL student.

Now that they are on their way to reading successfully, everything else will hopefully come together. They will lead a more productive and fruitful life. They will no longer be "at-risk."

APPENDIX A

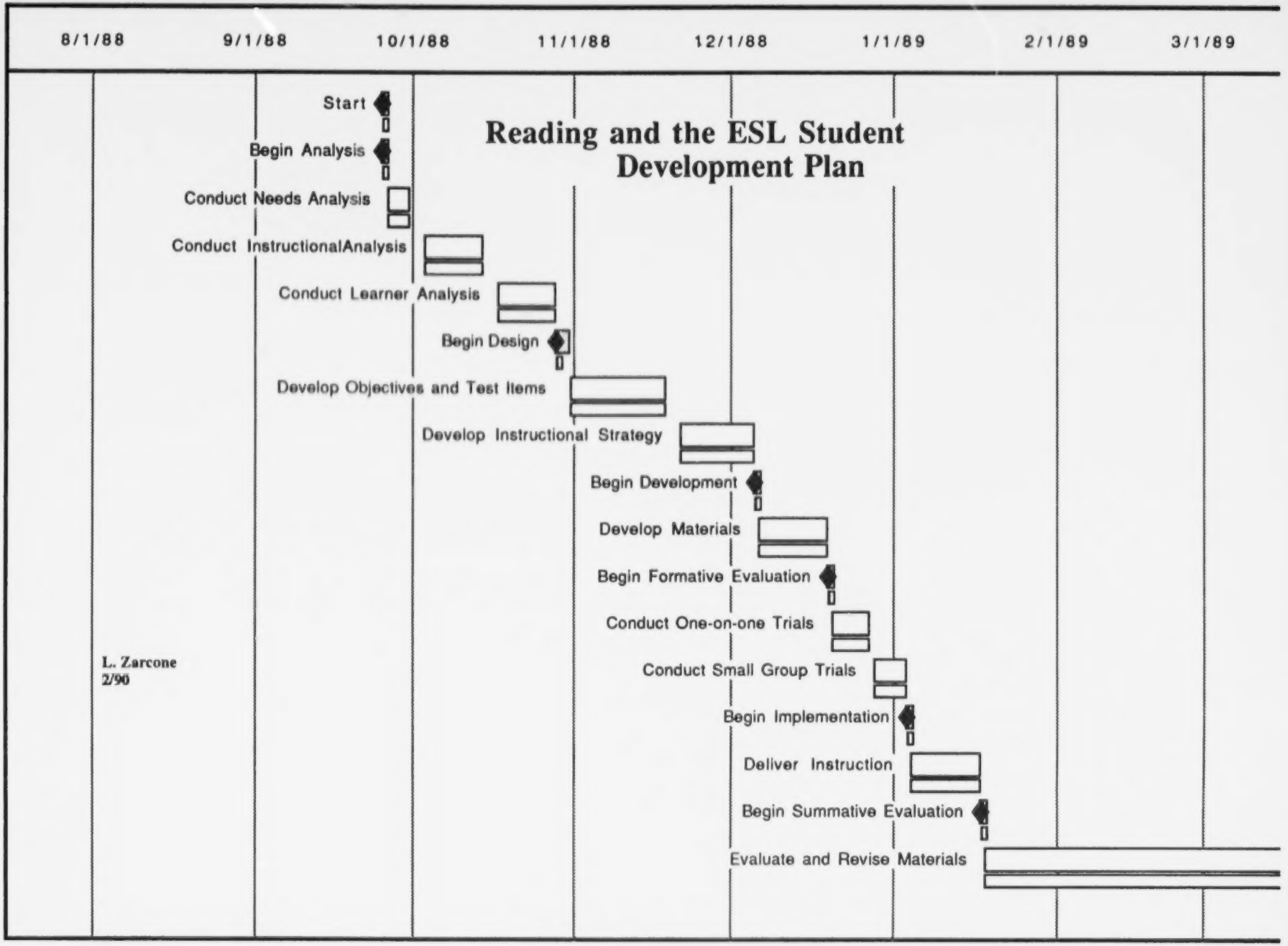
Weekly Planner

Reading and the ESL Student Development Plan

L. Zarcone
2/90

APPENDIX B

Monthly Planner


8/1/88
9/1/88
10/1/88
11/1/88
12/1/88
1/1/89
2/1/89
3/1/89
Reading and the ESL Student Development Plan
Start
Begin Analysis
Conduct Needs Analysis
Conduct InstructionalAnalysis
Conduct Learner Analysis
Begin Design
Develop Objectives and Test Items
Develop Instructional Strategy
Begin Development
Develop Materials
Begin Formative Evaluation
Conduct One-on-one Trials
Conduct Small Group Trials
Begin Implementation
Deliver Instruction
Begin Summative Evaluation
Evaluate and Revise Materials
L. Zarcone
2/90

APPENDIX C

Task Analysis

TASK ANALYSIS
Reading a Word

1.0 Identify letter

1.1 Visual discrimination/letter formation

1.2 Auditory discrimination of letters

1.3 Sequencing of letters in words

2.0 Identify sounds

2.1 Auditory discrimination in likeness and differences of consonant sounds

2.2 Auditory discrimination in likeness and differences of short and long vowel sounds

2.3 Identify beginning, medial, ending sounds

3.0 Identify blend

3.1 Develop auditory discrimination of two consonant sounds

3.2 Develop auditory discrimination of three consonant sounds

4.0 Identify digraph

4.1 Develop auditory discrimination of the digraph "th"

4.2 Develop auditory discrimination of the digraph "ch"

4.3 Develop auditory discrimination of the digraph "wh"

4.4 Develop auditory discrimination of the digraph "sh"

5.0 Identify a word

5.1 Develop blending techniques to identify a word

APPENDIX D

Instructional Objectives

Instructional Objectives

1.0 Given a letter, the student will be able to identify it correctly.

2.0 Given a letter, the student will be able to sound it out loud correctly

3.0 Given a two and three letter blend, the student will be able to sound it out loud with the use of blending skills. The blend will be sounded correctly.

4.0 Given a digraph, the student will be able to sound it out loud correctly.

5.0 Given a word, the student will use the blending technique to read the word correctly.

Name_____
Reaction Questionnaire

1. Did you enjoy using the games to learn the sounds of letters?
   ____yes_____no_____sometimes
2. Did you find the Alphabet Recognition Test easy? _____yes___no
   _____sometimes
3. Did you find the Durell Test easy? _____yes___no___sometimes
4. Did you understand how to use the materials?____yes_____no
   _____sometimes
5. Do you feel more confident reading in front of the class?___yes
   ____no_____sometimes
6. Do you read more at home?_____yes_____no_____sometimes

Comments:_____

_____

_____

_____

_____

_____

Results of Reaction Questionnaire

for Target Population

Question #	YES	NO	SOMETIMES
1	7		
2	7		
3	3	4	
4	6		1
5	5		2
6	5		2
Average	4.5	1.3	1.2

PERFORMANCE CHECKLIST
Reading a Word

Date Mastered

1.0 Identify letter

1.1 Visual discrimination/letter formation _____

1.2 Auditory discrimination of letters _____

1.3 Sequencing of letters in words _____

2.0 Identify sounds

2.1 Auditory discrimination in likeness and differences of consonant sounds _____

2.2 Auditory discrimination in likeness and differences of short and long vowel sounds _____

2.3 Identify beginning, medial, ending sounds

3.0 Identify blend _____

3.1 Develop auditory discrimination of two consonant sounds _____

3.2 Develop auditory discrimination of three consonant sounds _____

4.0 Identify digraph

4.1 Develop auditory discrimination of the digraph "th" _____

4.2 Develop auditory discrimination of the digraph "ch" _____

4.3 Develop auditory discrimination of the digraph "wh" _____

4.4 Develop auditory discrimination of the digraph "sh" _____

5.0 Identify a word

5.1 Develop blending techniques to identify a word _____

DURRELL ANALYSIS OF READING DIFFICULTY
PHONETIC INVENTORY

s	t	c	p	e	d	f	r	i	m	l
a	b	w	g	o	n	h	y	u	v	j
k	z	q	x	T	S	A	I	L	E	P
N	R	G	B	C	U	O	K	F	M	Q
D	H	W	Y	Z	V	X	J			

What do these letters say?

c	l	a	s	i	b	r	t	j	u	m
h	p	e	f	o	g	x	n	v	q	d
w	y	k	z							

What do these say?

th	st	wh	sh	br	ch	dr	tr	cl
fr	gr	pl	sm	tw	fl	sk	sw	

Phonetic Inventory Results:

Letter names missing _____

Letter sounds missing _____

Blends missing _____

Taken from Reading Teacher Folder - Weslaco Schools

Name _____

Alphabet Recognition

D	I	K	O	V
A	E	N	R	X
L	B	F	Q	U
C	J	G	S	Y
H	M	P	T	W
Z				

Teacher-made material by Esther Kosakoff reading teacher at Westart

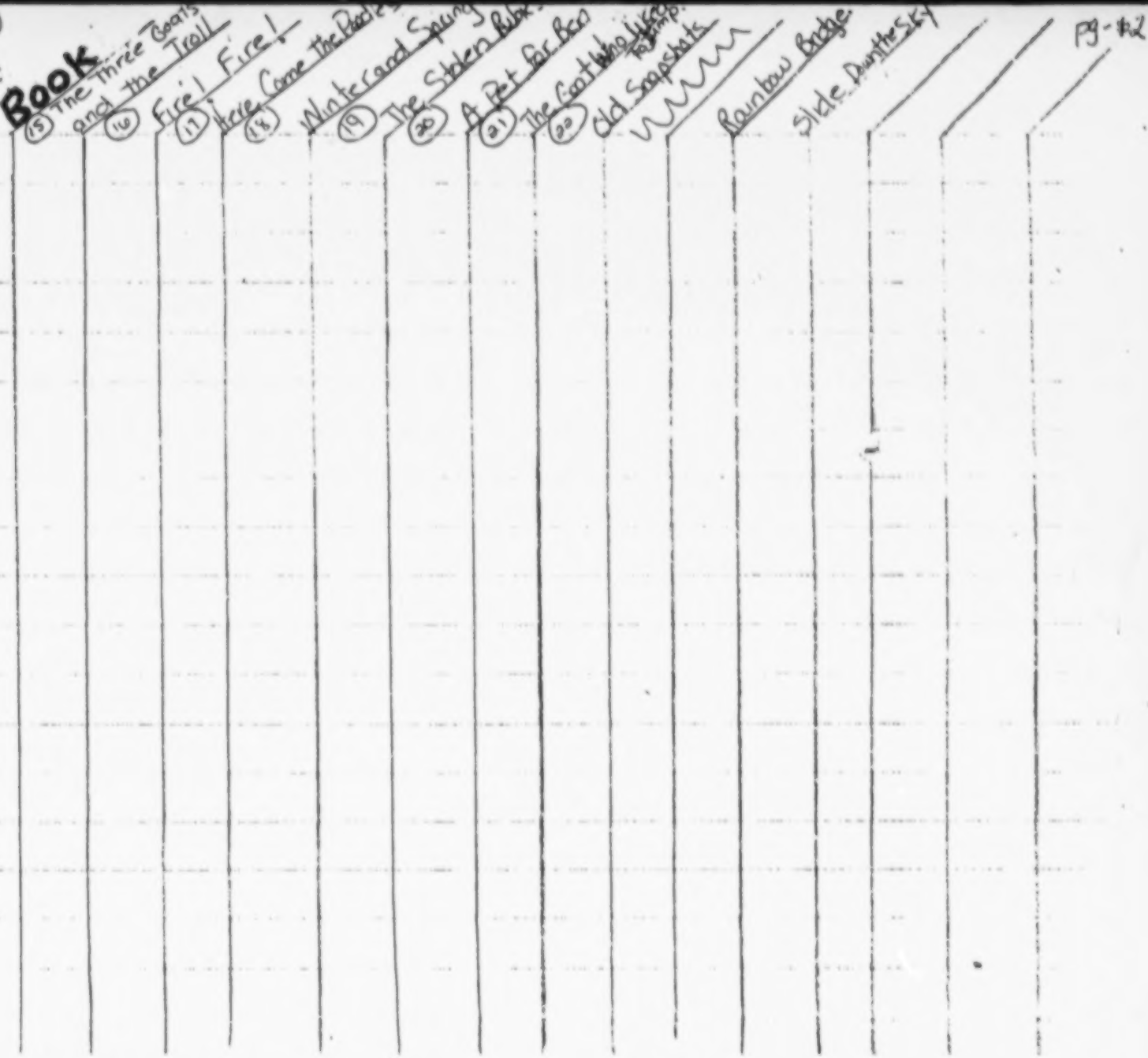
LOWER LETTERS

d	i	k	o	v
a	e	n	r	x
l	b	f	q	u
c	j	g	s	y
h	m	p	t	w
z				

(Storybook Kit)

Scope + Sequence

Name

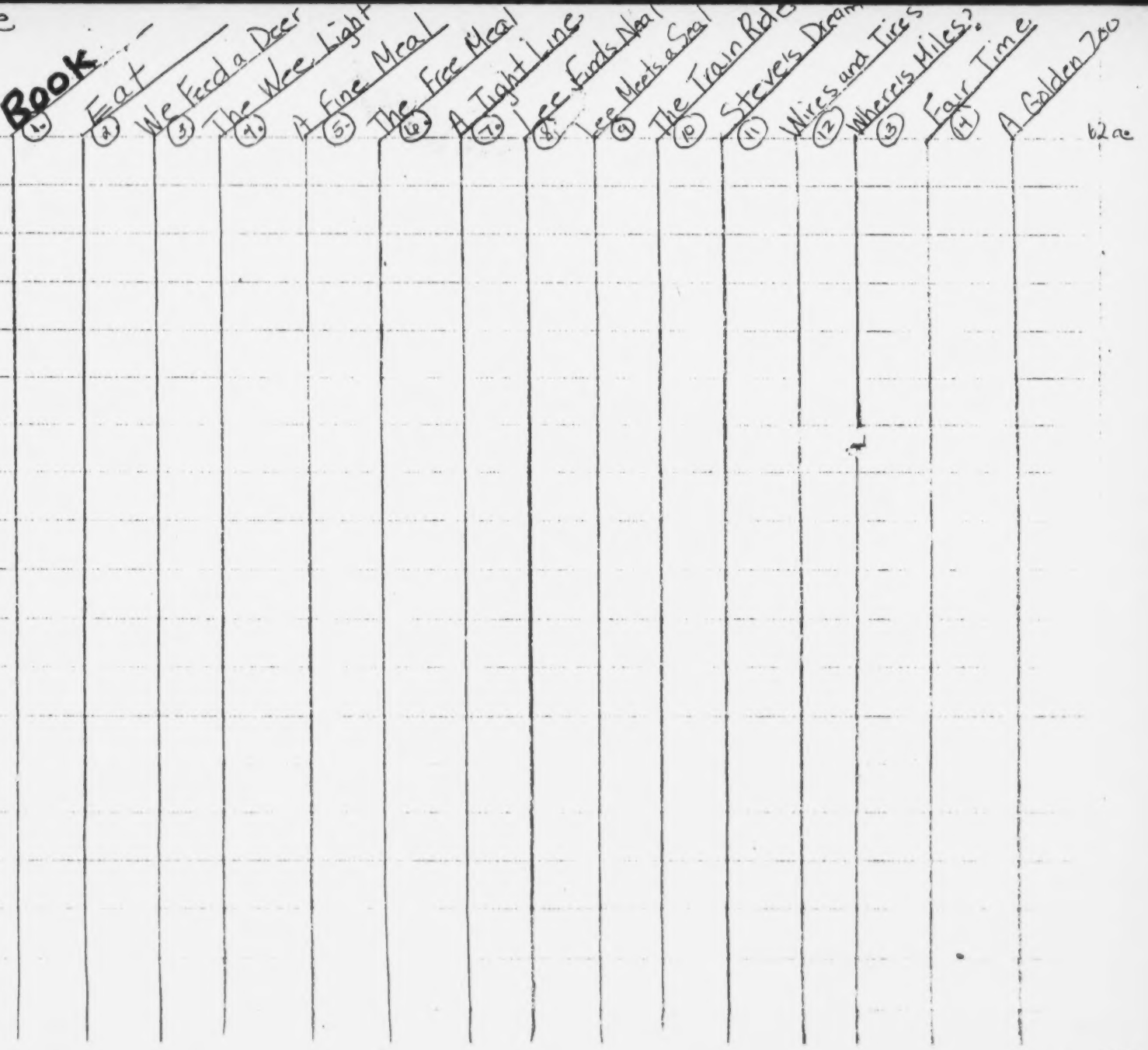


Published by Lisa Zaccone - Alessandrino

Scope • Sequence

• Storybook Kit •

Name



Published by Lisa Zarrene - Alessandrino Open Court.

BIBLIOGRAPHY

BOOKS

Dick, W. & Carey, L. (1985). The systematic design of instruction. Illinois: Scott, Foresman and Company.

Laird, D. (1985). Approaches to training and development. Revised second edition. Massachusettes: Addison-Wesley Publishing Co.

Mager, R.F.(1984). Preparing instructional objectives. Revised second edition. California: David S. Lake Publishers.

Tough, T. (1985). Talk two: Children using English as a second language. London: Onyx Press.

Pehrsson R.S & Robinson A.H. (1985). The semantic organizer approach to writing and reading instruction. Maryland: Aspen Publication.

CURRICULA

Dixon & Boggs. (1980). English step by step with pictures. Revised edition. New York: Regents Publishing Company.

Wattenmaker B.S. & Wilson V. (1980). A guidbook for teaching English as A second language. Massachusettes: Allyn and Bacon, Inc.

Open court reading and writing program. (1989). Blue Pillowed Sky. Illinois: Open Court Publishing Company.

RESEARCH REPORT

Anderson. R.C., Hiebert. E.H., Scott J.A.,Wilkinson. I.A.G. (1985). Becoming a nation of readers. Washington D.C.: National Institute of Education.

JOURNAL ARTICLE

Sutton, C. (1989). Helping the nonnative English speaker with reading. The Reading Teacher, 42 (9), 684-688.